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ABSTRACT

A study was conducted to determine the important components of a comprehensive staff development program. To guide the investigation, a paradigm was constructed which identified the content areas of staff development as personal/professional, program/instructional, and organizational development; and which specified a statement of purpose or rationale, planning, organization, funding, programming, rewards and incentives, and evaluation as the process functions necessary to carry out staff development programs. The paradigm pointed to 21 identifiable components within the context of the content areas and the processes for staff development. To determine the viability of the paradigm, interviews with staff development personnel were conducted at five community colleges in the midwest and a questionnaire was sent to individuals identified as authorities on staff development. The study found that the components related to personal and program development were commonly found on the campuses studied, and that the organizational development components were notably absent in both quality and number. The study also found that the overwhelming majority of the respondents felt that each of the components was important. The survey instrument and a selected bibliography are appended. (EJV)

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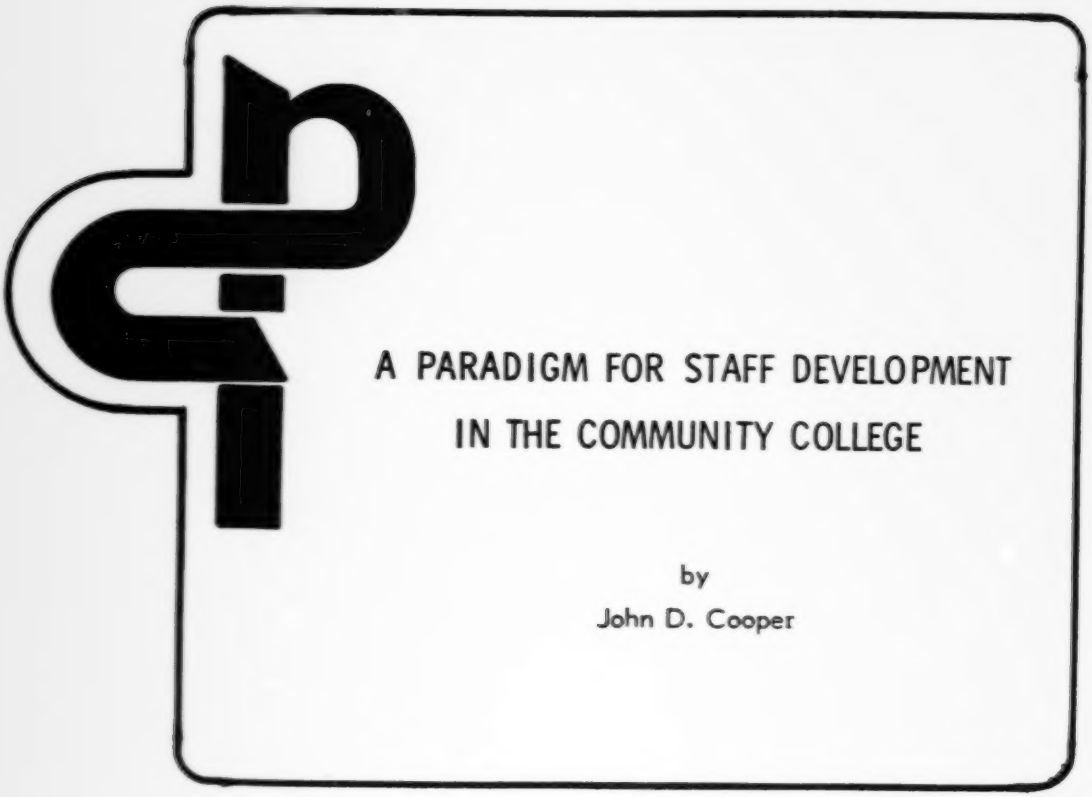

A PARADIGM FOR STAFF DEVELOPMENT IN THE COMMUNITY COLLEGE

by
John D. Cooper

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PREFACE

Lansing Community College has been the setting for a tremendous amount of professional and personal growth since 1976. I have served as Director of Professional Development at the college since October of that year.

The first few years of this experience posed many questions about staff development here and at other community colleges. Answers have been found in some cases. However, the overriding impression of these six and a half years has been "a staff developer should never expect to find a final, absolute answer: change is what it is all about."

The following offers my attempt to provide some answers which have helped me to understand staff development, my job, the college, and all three in a framework which makes sense to me. I hope that it might also prove of value to colleagues who believe in the potential of people in organizations.

In preparing this condensed version, I was reminded of how great were the contributions of Kathy O'Brien, Mary Dassance, Dick Yarger, and many other colleagues at Lansing Community College as well as the members of the National Council for Staff, Program, and Organizational Development. They shall always have my deepest respect and appreciation.

INTRODUCTION

The growth of community colleges, beginning in the late 50's, had been rapid. Their growth continued for some time as more two-year colleges began to respond to educational needs of local communities. Programs expanded as new opportunities were provided for minority groups, technical education, low or no tuition, and a chance to enter higher education where such opportunities might not have otherwise existed.

The increasing enrollments and expanding programs of community colleges brought about a demand for teachers. The need for teachers posed a unique problem for two-year schools. Faculty were rarely trained to teach in an institution with a mission to provide education to traditional and non-traditional students enrolled in transfer, developmental studies, technical occupational programs, leisure time courses, adult basic education, continuing education, training and more. Those who began to find their way into community college teaching were schooled in baccalaureate systems, experienced high school teachers, skilled tradesmen, graduate assistants at neighboring universities and part-time teachers who sought extra income or entrance into the field.

The lack of teacher training and the need for new approaches to the diverse student population gave rise to the recognition that something must be done to prepare teachers for the community college. Early approaches focused upon special programs offered by graduate institutions and teacher training colleges. The demand for two-year faculty exceeded the ability of such initiatives to respond adequately and appropriately to the need. The problem was one of training those already employed in the community college

and those who wanted to enter the two-year college arena in the future. In addition, technological growth of the 60's, 70's, and 80's called for accountability, and reduced funding has given emphasis to the need to keep abreast of one's discipline and educational developments.

It was this phenomena which brought about the increasing initiatives at in-service education in community colleges. In 1967 Gordon Kilpatrick observed that the purpose of in-service education was not only to eliminate deficiencies in teachers' pre-service but to help them to keep abreast of the latest developments in education. The result was to promote greater attention to faculty and staff development beginning in the late 60's.

In 1969 the Florida legislature established a statewide program for faculty and program development with three percent of college budgets devoted to staff development. Terry O'Banion was commissioned by Congress to study the problem of teacher training for two-year colleges and make recommendations. His report focused upon the "urgency and magnitude of the need for staff development."

These developments led to greater efforts to create formalized staff development programs as part of college operations. Conferences and seminars began to focus upon the many questions about what constituted a staff development program, how it was to be implemented, who it should serve, and many other issues about both the process and content. At a 1974 conference on Questions and Issues in Planning Community College Staff Development Programs, James Hammons and Terry Wallace pointed out that it was no longer a question of the need for staff development but an issue of "how."

The early 70's was a time when the topic of faculty development was emerging in the four-year institutions also. In 1974, Change published a

report, Faculty Development in a Time of Retrenchment, which was widely read and discussed. This was followed by Jerry Gaff's 1976 work, Toward Faculty Renewal and John Centra's, Study of Faculty Development Practices in the United States.

The community colleges recognized that staff development must expand to include all college employees while colleges and universities tend to focus primarily upon faculty development. Charles Claxton summarized a 1975 conference, Community College Staff Development: Basic Issues in Planning. The conference participants proposed a series of components for comprehensive staff development programs.

The literature and conference sessions prior to the mid 70's focused upon different processes of organizing and carrying out staff development in the community college. The Claxton report was one of the first to identify components of staff development programs. There was a need to pull these ideas and proposals together into a comprehensive model.

In 1976 Charles Herbert LeClair did a dissertation study on In-Service Policies and Practices in North Central Association Community Colleges. He concluded with a recommendation that a model should be developed to describe the components of staff development and their interrelationships.

THE STUDY [1]

Earlier writing and studies focused on varying aspects of getting programs started, keeping them going, evaluating them, or describing the activities which constitute staff development. Authors such as Hammons, O'Banion, Smith, and others had attempted to get a handle on the state of the art and what constitutes the essential components of staff development programs. There continued to be a need to provide a model which had been tested in relation to programs evolving in community colleges.

Terry Wallace's first review of the literature of staff development advocated the need for more models which offer guidelines for implementation. Terry O'Banion's 1979 publication, Organizing Staff Development Programs That Work, noted that too few programs are well thought out.

Models have been offered which focus upon various aspects of staff development: part-time faculty, committees and program organization, internships, administrative development, and unique campus programs or models. LeClair's recommendation that a model be developed which described the components of staff development programs and their interrelationships continued to require attention if staff development was to meet the challenge of keeping faculty and staff up with changing technology, reduced mobility, fewer dollars and student diversity.

The model which follows was developed through the investigation of programs evolving at five community colleges in the midwest. It was also

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[1] For a more complete discussion of the study refer to: Cooper, John D. A Paradigm for Staff Development in the Community College. Unpublished doctoral dissertation, Michigan State University, 1981.

tested by polling experts identified as authorities on staff development. The colleges visited and experts were determined by polling the midwest membership of the National Council for Staff, Program, and Organizational Development.

Colleges were selected with consideration given to the number of responses ranking them among the top three in each state, the number of responses from each state and location of the colleges. The members were asked to name experts who met the criteria of national or regional leadership, authorship, and consulting with staff development programs in the community college.

The on-site visits included interviews with personnel who directed the programs, faculty and staff who participated in staff development programs, people who served on advisory committees and administrative personnel to whom the staff development director or leadership reported. The interviews followed a standard format to insure consistency of questioning.

The interviewees were asked to complete the questionnaire, which was later sent to the experts, after the interview was completed. Supporting documentation was requested to assess whether or not the twenty-one components were extant on the campuses.

The questionnaire was developed to determine the viability of the components of the paradigm. The interviewees and experts were also asked to rank the top ten components of the paradigm in order of their importance to implementing a comprehensive staff development program in a community college.

There was a need to study existing staff development programs in order to offer some guidelines for what consititute the important components of a comprehensive program. With reduced budgets and greater demands, new or

existing efforts must be well thought out and directed. The purpose of this study was to find out what components constitute and are important to staff development programs using a paradigm[2] to guide the investigation.

Some models had been provided in the literature. They offer guidelines for staff development which focus upon (1) content: personal, instructional or organizational development, or (2) process: purpose, planning, organization and staff, funding, programming, rewards and incentives, and evaluation. They lacked a comprehensiveness which draws all these components together in a process and content model which clearly sets forth guidelines which touch upon all aspects of staff development.

This study proposed a paradigm for staff development in the community college. It is a paradigm, which, as defined in Paul Reynolds' book, A Primer in Theory Construction, offers some refinement of what exists while representing a unique description of the phenomena without suggesting a dramatic change. The study sought to test the proposed paradigm in relation to practices at selected community colleges; raising questions about the nature of staff development, the breadth of programs, and the depth of the programs in relation to the proposed paradigm.

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[2] The word paradigm was used in this study for technical reasons as explained below.

THE PARADIGM

The proposed paradigm was constructed with consideration given to the content focus and processes of staff development programs. The content focus was defined to include personal, program/instructional, and organizational development. Staff development was defined as follows for the purpose of the study to include three areas of content focus.

Staff Development--planned activities within the community college which are designed to have the potential for improving individual performance, program effectiveness, or the organizational environment and its achievement of goals. It is further defined as activities falling under the areas of:

(1) PERSONAL DEVELOPMENT is defined as those activities which focus upon the individual employee--instructional or non-instructional personnel--in an attempt to improve or add to his/her knowledge, interpersonal skills, technical skills, or attitudes. This term is often interchanged with faculty and staff development.

(2) PROGRAM DEVELOPMENT is defined as those activities designed to maintain and improve upon curricular, instructional, or functional units within the college. It places primary focus upon the improvement of the delivery of instructional and non-instructional services throughout the college.

(3) ORGANIZATIONAL DEVELOPMENT is defined as the planned activities which address the college's structure and its environment (climate) to provide for change in operations or staff relations to carry out its mission(s) or assume new missions.

The staff development processes were defined as those functions or operations necessary to carry out staff development programs within the community college. They include: (a) a statement of purpose or rationale,

(b) planning, (c) organization and staff, (d) funding, (e) programming, (f) rewards and incentives, and (g) evaluation.

The paradigm was developed to include twenty-one identifiable components within the context of the content areas and processes for staff development. The components of the paradigm were defined as tangible, identifiable practices and/or concrete products of staff development common to all programs. The following statements describe the components with regard to each of the cells as numbered in the paradigm (see figure, page 9):

(1) Purpose for Personal and Professional Development - A statement of purpose or rationale for individual faculty or staff member growth and development. The statement might be part of a college policy, program plan or articulated as part of the evaluation process for personnel. (Examples: acquire new skills and information, assess and change attitudes/values, review and/or revise career planning, correct deficiencies.)

(2) Purpose for Program Development - A statement of purpose or rationale for program and/or instructional development. A clearly articulated statement which gives direction to staff development activities in relation to programs, instruction or curriculum development. (Examples: revise or introduce new curricula, revise or introduce new administrative procedure/policy, respond to limited resources, maintain or improve enrollments/reduce attrition, introduce new technology, improve or establish interpersonal relations within department/unit.

(3) Purpose for Organizational Development - A statement of purpose or rationale which relates to the college in relation to staff development. Such a statement might be found as board policy, the articulated rationale by a governing body within the college or a program policy designed to encompass campus initiatives. (Examples: achieve college goals, establish, maintain, and improve communication, maintain good morale/campus climate, assist personnel to remain high caliber.)

(4) Personal Development Plan - A process for recognizing individual strengths and weaknesses for assessing growth and development needs and for setting forth some procedure to address the needs. (Examples: growth contracting, management by objectives, career planning, performance appraisal system.)

Staff Development Paradigm

Process \ Content Focus	Professional and Personal Development	Program/ Instructional Development	Organizational Development
Purpose Rationale	1. Purpose for Personal Development	2. Purpose for Program Development	3. Purpose for Organizational Development
Planning	4. Personal Development Plan	5. Program/ Instructional Development Plan	6. Organizational Planning and Development
Organization	7. Staff Development Personnel	8. Staff Development Program informal/formal	9. Authority and Accountability
Funding	10. Personal Funding	11. Program Budget	12. Organizational Funding
Programming	13. Personal Programming	14. Program Development Programming	15. Organizational Development Programming
Rewards & Incentives	16. Personal Rewards and Incentives	17. Rewards and Incentives for Programs	18. Rewards and Incentives for the Organization
Evaluation	19. Individual Evaluation	20. Program Assessment	21. Organizational Development Evaluation

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(5) Program/Instructional Development Plan - The process for identifying departmental or program strengths and weaknesses for assessing needs and for setting forth practices to implement necessary changes. (Examples: needs assessment/program review, goals and objectives, strategies for change.)

(6) Organizational Planning and Development - College planning which gives consideration to staff needs, strengths and weaknesses and builds into college planning activities the systematic means of addressing these needs. (Examples: college self-study/assessment, goals and objectives/ mission statement, management information systems, manpower planning, short and long-term plans.)

(7) Staff Development Personnel - This component refers to the role individuals play in carrying out their own or college staff development. Colleges may adhere to a policy of individual initiative and responsibility for development, designate key personnel or rely upon external consultants on a project basis. (Examples: employee release time, chief academic administrator, line managers, full-time staff developer/director/coordinator, part-time staff developer/director/coordinator, consultants, committee members.)

(8) Staff Development Program - formal/informal - The unit responsible for carrying out development throughout the college. This component should recognize the group or grouping of personnel responsible for staff development - the program or organizational unit within the college which is designated as responsible for carrying out or supporting staff development. (Examples: staff development advisory committee, office of the chief academic administrator, office for staff, curriculum or organizational development, department/division committee.)

(9) Authority and Accountability - The location of the staff development program within the college structure and integration into the organization's policies, operations and practices which give it strength in relating staff development to overall missions and goals. (Examples: established and guided by board policy, reports to chief administrator or central administration, established and guided by collective bargaining contract, independent unit(s) within the college.)

(10) Personal Funding - Funds made available for participation in staff development activities. (Examples: special project grants, remuneration for participation, sabbatical/paid leaves, release time, external grants.)

(11) Program Budget - Funds provided which are clearly designated for staff development at all levels in the college. (Examples: wide budget approach, gathering in of all staff development expenditures such as travel, sabbaticals, incentive grants, etc., narrow budget approach, funding for a specific staff development office or program.)

(12) Organizational Funding - The source of funding drawn upon for support of staff development. The college relies upon general funds as its primary source of funding or utilizes special gifts, grants, and federal money to support development. (Examples: college general funds, hard dollars, external gifts, private grants, or state and federal grants, soft money.)

(13) Personal/Professional Programming - The activities pursued by individuals directed toward their development independent of program or organizational development. (Examples: graduate or post-graduate studies, sabbaticals and leaves of absence, conference and travel, workshops and seminars, visitations, special projects, professional affiliations, professional literature and resources, consultation.)

(14) Program Development Programming - The activities which are directly related to improving skills and operations essential in functioning as a program unit within the college. (Examples: group process activities (e.g., team building), administrative/management practices, curriculum development, special projects or task forces, master teacher and/or adjunct faculty programs.)

(15) Organizational Development Programming - The activities designated to build networks or linkages between people and programs of the total college or change organizational structures. (Examples: administrative or instructional exchange programs, quality of work life programs, health improvement programs, college faculty and staff development days, planning activities/processes.)

(16) Personal Rewards and Incentives - The conditions or material compensations which encourage people to participate in or recognize their work in staff development. (Examples: promotions, salary increases, employee awards and honors, release time, travel, stipends or special grants, personal growth continuing education units [CEU's].)

(17) Rewards and Incentives for Programs - The payoffs or benefits to committing personnel time and resources to staff development at the program or unit level. (Examples: program growth, improved performance by students, staff and faculty, recognition, commendations, etc.)

(18) Rewards and Incentives for the Organization - The tangible and intangible outcomes which encourage the college to enter into or maintain staff development. (Examples: internal-improved productivity, reduced turnover and greater exchange among personnel, external recognition by the community, accrediting agencies and associations.)

(19) Individual Evaluation - Evaluation refers to the process by which appraisal is done in order to relate to initial goals and objectives (or MBO's, etc.) and involvement in staff development programming. This is considered in terms of (1) participation and, (2) performance or application on the job. (Examples: participation--did staff members participate, feel good about the program and become familiar with new information and skills; performance--did staff members apply new information and skills in the work routines?)

(20) Program Assessment - The process of determining if the quality of a program (non-instructional or instructional) has improved due to the application of new skills and information acquired through staff development. (Examples: quality of program measures, personnel indicators at department/unit level, achievement of goals and objectives.)

(21) Organizational Development Evaluation - The process for evaluating outcomes resulting from the application of new information, skills or attitudes gained due to staff development in terms of organizational development. Here, staff development is measured in relation to the achievement of college goals and objectives. (Examples: quality of college environment, personnel indicators, employee morale, productivity and/or efficiency.)

CONCLUSIONS

The purpose of this study was to find out what components constitute and are important to staff development programs using a paradigm to guide the investigation. The study sought to test the proposed paradigm in relation to practices at selected community colleges in terms of the nature of staff development, the breadth of programs, and the depth of programs as determined by components of the proposed paradigm. In addition, seven questions were posed which lend direction to the study. The following is a condensed offering of the conclusions and observations made.

Definitions for staff development can take on two perspectives. The first suggests that staff development is a program of activities to help the individual - both personally and in the performance of their job. The second suggests that staff development is a program devoted to improving the college - its instructional and non-instructional programs - which in turn, provides opportunities for individual growth.

Individuals interviewed for this study suggested the overriding focus was placed upon "initiatives to improve skills of college faculty and staff to help them do their job." The implicit assumption was "help the individual and you help the college."

The definitions which were offered at each college reflected a unique orientation to staff development on the individual campus. Consequently, while the definition of staff development offered by this study was found acceptable by interviewees, it was noted that activities of each campus did reflect upon the nature or definition of staff development unique to each college. For example, a college with its origins in faculty development

did reflect a bias toward instructional development as it was defined by college employees.

It is helpful to consider the seven questions posed to conlcude this study. First, what are the common components of staff development in the community college? The people interviewed on each campus and the experts felt that all the components of the paradigm were important and, therefore, appropriate to staff development. Organizational development components were notably absent in both quality and number at each campus visited. There appeared to be little direction or emphasis given to the components under organizational development.

There were no rewards and incentives for programs or program assessment at the colleges. Moreover, when components under the content area of program development were found to exist the emphasis was placed upon instructional or curriculum development.

The findings led to the conclusion that the components for personal and program development are most common in the community colleges visited. Program development was carried out in the context of instructional or curriculum development with little or no attention given to non-instructional aspects of program units within the college.

Are some components more important than others? This question could not be answered conclusively although the study provided some hint of the answer. The fact that components related to personal development are much more prevalent is noteworthy. One would conclude that some components had been given more attention than others with the reservation, as offered by one expert, that the components may change in importance according to the stage of development for individual staff development.

What are the linkages of these components to one another? The components for personal development were related to program development since the improved performance of individuals was seen as leading to better programs or improved instruction. Program development was carried out through activities which provided opportunities for personal growth. Consequently, there was a clear relationship between components under personal and program development. Staff development was found to foster a climate for improved organizational development to occur while leaving such initiatives to top administrators. One could conclude that while there was a strong link between personal and program development components the relationship was not as strong or evident in terms of organizational development components.

Do some components exist independent of others? The answer to this question was evidenced by the fact that each component was not found to exist at each college. While some components did exist independent of others there may be some effect upon the quality of components when some are not present. For example, the college which did not have a staff development program did not have the programming or direction for staff development that existed at other colleges. The individual who devoted a quarter time to staff development was not providing the same leadership to programs as the directors who had three quarters to full time effort devoted to staff development.

Are some common components more prevalent or important at different stages of the evolution of a staff development program in the college? The question could not be answered conclusively since the study did not attempt to measure the paradigm over time. It was observed that one program visited, which was in transition, gave noticeable recognition to the new

leadership, advisory committee established, and commitment of the president's cabinet. They seemed to suggest that staff development personnel well as authority and accountability were important at that time in the program's evolution. Another program had been initiated with Title III grant funds in cooperation with the ACCTion Consortium and had since been funded entirely by college general funds. There were plans for a change of leadership at this college. In yet another case, the individual providing leadership for faculty development had recently been promoted to the level of dean within the college structure. Although one could not be conclusive, there did appear to be some support for the observation that these components were more prevalent or important at the stage of staff development's evolution at the colleges visited.

Does the absence or presence of any component mean something in terms of more or less return to the individual, programs or college? Rewards and incentives were viewed by many as affecting employee motivation. It was evident that administrative participation was not as great as that of faculty with the observation that rewards and incentives were not found to exist for administrators or programs. The college which had a broader committee structure with greater participation was more active and interviewees seemed more knowledgeable than those at the college which did not have a formal staff development program or full-time personnel to give direction to staff development. The lack of an evaluation process at any of the colleges did not inhibit programming or other aspects of staff development at the colleges. People expressed the opinion that it was important to measure outcomes and justify staff development while others saw it occurring without a formal process when budgets were renewed. One

can conclude that the quality of any component as it exists may be as important as its presence or absence.

What are the implications of this paradigm for community college staff development? The field test and questionnaires completed by the experts confirmed the importance and appropriateness of each of the components for a comprehensive staff development program in a community college. The paradigm offers some guidelines for assessing important components of staff development programs. The key word appears to be "comprehensive". The components were reported to be important even though they were not entirely present as part of any one staff development program. The real absence of organizational development components poses some important questions about the role and relationship of staff development in the context of organizational development. Although both the interviewees and experts felt it was important, it may be necessary to more clearly define the limits and role of staff development in terms of organizational planning and development, authority and accountability, organizational development programming and the achievement of college goals and objectives through staff development (organizational development evaluations). This might be achieved with attention given to the articulation of a statement of purpose for organizational development. It can be observed that this component (purpose for organizational development) was the only one of those ranked among the top ten in importance which did not exist at any of the colleges visited.

The study also raised some questions about program development other than instructional or curriculum development. There seemed to be a great deal of attention given to instructional development with no evidence of program development at any of the colleges visited. Should the program/instructional development content area defined by the paradigm be limited

to instructional development? Was the definition of program development offered by the paradigm inadequate? Do colleges need to take a closer look at staff development initiatives which might be bypassing program development?

The experts and college interviewees were asked to rank the top ten components in order of their importance to implementing a comprehensive staff development program in a community college. There were some respondents who objected to this part of the questionnaire by noting that everything was important to an integrated staff development program.

The results of those rankings follow. They are offered for your information with the caution, as pointed out by one expert, that the importance of any component may depend upon the stage of evolution of a particular staff development program. The combined ranking showed the following components ranked as the ten most important.

1) Purpose for personal development
2) Purpose for program development
3) Staff development personnel
4) Personal development plan
5) Purpose for organizational development
6) Staff development program - informal/formal
7) Personal rewards and incentives
8) Program budget
9) Authority and accountability
10) Program/instructional development plan

OBSERVATIONS

A number of personal observations were made which could not necessarily be supported by the reported findings. They do represent personal reactions for further study at a later date.

Leadership for staff development played an important part in the success of programs on the campuses visited. The need for strong, creative leadership left an impression. At the same time, there was a concern that staff development programs were driven by a strong "personality". The programs had to have broad administrative support and be well integrated into the college's operations to insure continuity in the event that the staff development leadership changed. It was not always apparent that the support was there.

There was also a need to build some concensus among college employees in terms of the purpose for and definition of staff development. Interviewees often assumed that there was a statement of purpose for staff development. Definitions were a reflection of individual experiences and program activities. It seemed as though staff development programs might be strengthened if there were a clearer understanding of purpose among college employees. This may require continual review or reinforcement of the agreed-upon meaning and purpose for staff development on each campus.

The responses of interviewees and observations made at one campus strengthened my support of the statement that "staff development which is everyone's responsibility is no one's responsibility". An identifiable program and leadership seemed important in order to provide a program that is to meet employee need, generate broad participation, and foster a

climate where personnel enthusiastically understand and are committed to development.

The interviewee responses to the question "Does a staff development office or unit have clearly articulated authority to carry out staff development initiatives, policy and operations?" repeatedly brought to mind a section on authority found in Karl E. Weick's book, The Social Psychology of Organizing. Weick uses a quote to point out that people often do not understand how much authority they have. The most cogent idea is that authority fails because individuals withhold their contribution of personal efforts since they do not see the advantage to them of changes. Those responsible for leaderhsip of staff development may want to pay particular attention to this idea in order to administer programs which are by nature change oriented.

Programs often appeared to have originated out of something like growth contracting, mini-grants, a special faculty day, in-service programs or instructional development. Those activities continued to have a strong influence upon the program's direction. They seemed important to the visibility and understanding people had of staff development. There was, however, much more potential for broader initiatives.

Finally, some respondents, both experts and interviewees, had some difficulty with ranking those items which were the ten most important components to implementing a staff development program. Yet, the components did not exist in their entirety at any of the campuses visited. It seems important that staff developers set priorities to build upon what exists in order to establish well-integrated programs. This may be particularly true if one accepts the premise of some, like John Frances, that there are stages to the development of staff development.

RECOMMENDATIONS FOR FURTHER STUDY

The purpose of the study was to find out what components constitute and are important to staff development programs using a paradigm to guide the investigation. The paradigm and its components were found to be appropriate to describe what exists and is important for staff development. The limits of the study suggested that a number of questions should be considered in the future. The following studies are suggested:

(1) The findings demonstrated that each of the components was seen as important by the overwhelming majority of respondents. Further studies may want to examine the individual components to make greater discriminations and assess their quality in relation to staff development programs.

(2) There were indications that some components may be more important than others at different stages of staff development. It would be helpful to assess the extent to which individual components are more important in establishing, sustaining, and renewing staff development programs.

(3) It was noted that administrative support for staff development is important while participation is somewhat limited. Further study should be undertaken to consider the question(s) of administrative support and participation.

(4) The evaluation components, while considered important, were given virtually no attention on the campuses visited. The methods of evaluation and their significance to staff development should be studied to assist practitioners responsible for implementing programs.

(5) Further study must be undertaken to more clearly determine what is meant by "program development" since activity under this heading was predominantly instructional or curriculum development.

(6) Organizational development was occurring only coincidentally in relation to staff development at the colleges visited. A study should be undertaken to determine the role and scope of staff development in relation to organizational development.

(7) A 1979 study conducted by Barbara Gray and Marie Nock attempted to determine the essential knowledge and skill areas of staff developers. The initiative should be carried further to study the role and characteristics of those who give direction to staff development programs in the community college.

APPENDIX A

A SELF-ASSESSMENT INSTRUMENT

Interviews conducted on each campus followed a standard format. Those questions, which follow, can be used by colleges or staff developers to assess initiatives in an effort to strengthen their staff development programs.

A SELF-ASSESSMENT INSTRUMENT

I. Definition of Staff Development

1. How do you define staff development at your college?

_____

_____

_____.

2. What do you base this definition on? (i.e., your observations, written definitions given you by program personnel, etc.)_____

_____

_____

_____.

3. Does this definition agree with your perceptions when you first got involved with the program? If not, how has it changed?_____

_____

_____

_____.

4. Staff development as defined by this paradigm is found on page 7.

   a. How does this definition compare to that of your staff development program?_____

   _____

   _____.

   b. Would you like to see the definition of staff development at your college broadened or scaled down?_____

   _____

   _____.

II. Breadth of Staff Development

1. What plans or organization exists to carry out staff development in all three content areas? (i.e., professional and personal, program and instructional, and organizational development)

_____

_____

_____.

2. What activities are conducted in each of these areas?

_____

_____.

3. Is there a relationship of activities in the three areas?

_____

_____.

4. Who has participated in programs? Has their participation been narrow or broad (i.e., have they participated in all areas)?_____

_____

_____.

5. What exists now which did not exist prior to a formal staff development program?_____

_____

_____.

III. Depth of Programs

1. Which of the following are provided as part of the college's staff development program

a. A statement of purpose or rationale for individual faculty or staff members.
yes _____ no _____

_____.

b. A statement of purpose or rationale for program and/or instructional development.
yes _____ no _____

_____.

c. A statement of purpose for organizational development.
yes _____ no _____

_____.

d. Professional and personal development plans (individual needs assessment and plans to meet them).
yes _____ no _____

_____.

e. Program/instructional development plan(s)--needs assessment and planning for curriculum/instructional/ program development.
yes _____ no _____

_____.

f. Organizational planning--needs assessment and planning for college-wide activities--O.D.
yes _____ no _____

_____.

g. Staff development personnel--personnel who are responsible for carrying out SPOD activities.
yes _____ no _____

_____.

h. Staff development program--a department or unit responsible for staff development.
yes _____ no _____

_____.

i. Authority and accountability--does a staff development office or unit have clearly articulated authority to carry out staff development initiatives; policy and operations.
yes _____ no _____

_____.

j. Personal funding--are personal funds made available for individual participation in staff development.
yes _____ no _____

_____.

k. Program budget--does the office or department responsible for staff development have funds for staff development at all levels in the college?
yes _____ no _____

_____.

l. Organizational funding--does the college provide hard dollars for staff development?
yes _____ no _____
Or soft dollars?
yes _____ no _____

_____.

m. Does the college staff development program provide programs for individual development independent of program or organizational development?
yes _____ no _____

_____.

n. Does the college have activities to improve, through staff development, skills and operations essential at the program level?
yes _____ no _____

_____.

o. Does the college have specific programming for organizational development?
yes _____ no _____

_____.

p. Does the college have personal rewards and incentives for involvement in staff development?
yes _____ no _____

_____.

q. Does the college have rewards and incentives for staff development at the program level?
yes _____ no _____

_____.

r. Are there rewards and incentives for the commitment of the college's resources to staff development?
yes _____ no _____

_____.

s. Is there an evaluation of the individual's participation in staff development?
yes _____ no _____

_____.

t. Is there an evaluation or assessment of staff development's impact upon programs, curriculum and/or instructional development?
yes _____ no _____

_____.

u. Is there an evaluation of staff development in relation to organizational development?
yes _____ no _____

_____.

2. Would the addition or deletion of any of these items improve the staff development programs?_____

_____

_____.

IV. Would you make additional comments or observations in relation to staff development at your college?_____

_____

_____

_____

_____

_____.

APPENDIX B

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